TEACHING STRATEGIES TO SUPPORT POTENTIALLY GIFTED AND TALENTED CLD STUDENTS IN A K-2 CLASS

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Abstract

Educational policies such as No Child Left Behind (NCLB) have guided the school system to focus on filling the learning gap to support those students who struggle academically, with learning disabilities, and ELLs. However, according to Stephens & Riggsbee (2007), high-ability students are being left behind to meet their learning needs on their own. Every Student Succeeds Act (ESSA) overcomes some of the weaknesses of the NCLB act by contemplating more on the gifted students' necessities and training teachers to meet their particular needs. The current workshop's primary goal is to support teachers in identifying gifted behaviors in potentially talented CLD students to provide them with appropriate and challenging instruction. The workshop proposes an adaptation of some models for gifted education so the students will acquire the language and develop inquiry and higher-order thinking skills simultaneously. It is expected that teachers or researchers can implement it with CLD students to look for strengths and shortcomings.

Dedication

I would like to thank my husband, Andrés Cubillos, for his constant support and encouragement. I would also like to thank my son Andrés Felipe because he inspired me to develop the current research and workshop.

Acknowledgments

I would like to express my gratitude to Ms. Michelle Plaisance for showing interest in my project, challenging me to give my best in every step of this process, and acknowledging my cultural background with an outstanding attitude. I would also like to thank Ms. Colleen Colby for reviewing and editing this project.

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Chapter 1: Introduction

As an elementary bilingual teacher, I have had many CLD students with different learning needs; therefore, I have considered differentiation and scaffolding tools non-negotiable in my instruction. However, I noticed that such differentiation focused more firmly on the kids who struggled to comprehend content than those who mastered the standards faster. When my team and I planned the lessons, we usually assigned extra activities or "exit tickets" with a higher level of complexity for the students who completed the task faster. Still, we never stopped to think whether such a strategy was the best to encourage them to learn more or develop other higher order thinking skills. On the contrary, I observed that some of my brightest students lost interest in learning or developed discipline issues.

My co-teachers and I did not consider that Uresti et al. (2002) stated that providing more activities after such students master the content is not appropriate to enhance their potential. Providing "instead of" projects and adapting the curriculum is more suitable for them to be autonomous of their learning process. That way, they will be more motivated to work, and their attitude will be more positive.

I was able to analyze this situation more clearly when I became my son's teacher. He had been enrolled in the dual program of my school since kindergarten, and when he came to my classroom in first grade, I noticed that he had already mastered most of all the standards for first grade. He could read fluently in English and Spanish, and he just needed one explanation to master the math lessons. Some of his peers required extra help and support. When I focused most of my instruction time to support them, he and

some of his classmates who also had similar strengths lost interest in class and changed their attitudes to be more distracted or even disrespectful, despite having extra activities.

After differentiating my son's activities and observing no changes in his attitude, I still did not know how to help him. So, I asked the school to get him tested in some specific skills; they found out he was a gifted and talented student in math. However, there was no updated program or resource to use, but rather a set of old worksheets with math and logic word problems and exercises that he had to do by himself; furthermore, they were not engaging nor attractive for him. At that moment, I acknowledged the urgent need as a teacher (and a mother) to acquire knowledge and strategies to meet my son's and some other promising students' needs, who I could tell were potentially gifted.

Fugit (2004) stated that one of the main issues regarding appropriate instruction to gifted and talented students in public schools is the lack of training for teachers about strategies that can improve their learning experience. Also, he affirmed that one of the efforts of the government to accommodate the instruction to the students' learning pace was *No Child Left Behind* (Fugit, 2004). However, the excellence of the curriculum offered to Talented and Gifted (TAG) students has been compromised by the "overriding quest of equity" in which the "brightest students must wait on the slowest" (p.28). It is crucial to overcome the curriculum and strategic obstacles that impede TAG students' minds to achieve higher expectations.

On the other hand, another concerning aspect is the underrepresentation of CLD students in gifted education programs. Based on the National Association for Gifted Children (NAGC), each state, school district, administrative staff, teachers, and parents should address the underrepresentation of CLD from several dimensions such as culturally sensitive identification protocols, an advanced curriculum, social and emotional support, and practical home and school communication.

An illustration of this underrepresentation can be soon in the school where I am working. It is a Title I school with a high percentage of Hispanic and Afro-American students. According to the teacher who conducted the tests for my son, there have not been gifted students during the 20 years she has worked there.

Thus, the purpose of the current project is to present a workshop to support teachers who have potentially gifted and talented CLD students in their K-2 classrooms to maximize their learning experience. In the 4-hour workshop with a detailed booklet, the teachers can find help to identify characteristics of the potentially gifted and talented students and the importance of differentiating their learning process. Then, the teacher gets to know some of the main strategies to enhance the potentially gifted and talented students' strengths, and critical thinking skills in grades K-2. Finally, the workshop encourages the teacher to implement one of the strategies to promote and assess the students' learning progress based on their interests, abilities, and strengths, so further actions can be taken related to the type of service the students qualify. Hence, teachers can explore ways to provide an inclusive environment for all their students, not just those with learning gaps or a low language level of proficiency.

Changing the mindset about serving potentially gifted CLD students is the education community's responsibility, not only the teacher's. However, educators can be the ones who discover and nurture special needs in their students sooner if they are trained to do it. I expect the workshop to be another tool to expand the knowledge field about teaching potentially gifted and talented CLD students.

Chapter 2: Literature Review

This literature explains some definitions of giftedness considering an absolute and relative perspective, as Renzulli et al., (2009) stated, followed by the characteristics of potentially gifted children regardless of their cultural background. In addition, this chapter addresses some of the misconceptions the education community has regarding the CLD English learners' giftedness and the reasons for their underrepresentation in Gifted and Talented programs. Finally, the reader will find teaching strategies and models to support the learning process of gifted or potentially gifted students.

Definition and Characteristics of Giftedness

Based on Martin (2016), having a clear definition of giftedness is crucial because it will determine which students will be or will not be part of the TAG program in their schools. Martin (2016) also stated that giftedness can be defined from two different perspectives: the federal and the psychological fields.

Federal definitions.

Martin (2016) described how definitions have changed over time, from the Marland Report in 1972 that included six types of giftedness, until the one proposed in 1944 by the U.S. Department of Education in which gifted students should be compared with others of the same age, and their cultural and socioeconomic background must be taken into account.

Definitions from each state are different. For example, the North Carolina General Assembly determined that gifted students are those who "perform or show the

potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment" in either intellectual or specific academic areas, or both. (Academic and Gifted Students, 1996). The General Assembly also believed that students with such remarkable abilities can come from diverse cultural backgrounds and economic strata.

Although, the Texas Education Agency stated in its Plan for the Education of the Gifted/Talented Students that besides the high level of performance in intellectual and specific academic fields, a gifted student can show a high performance in leadership or creative and artistic areas. (Texas Education Agency, 2019). Such statutes are the guidelines to determine which students can be considered gifted; however, it is concerning that many states have not updated their definitions despite the new concepts that many scholars have proposed. (Stephens & Karns, 2000).

Finally, the National Association for Gifted Children (NAGC) followed the federal Elementary and Secondary Education Act (2002) by stating that gifted students are children or youth who perform at a high level of achievement in intellectual, creative, artistic, leadership or other specific areas of knowledge.

Psychological definitions.

Several intellectuals have proposed definitions that narrowed or expanded the concept of giftedness. According to Crepeau-Hobson and Bianco (2011), giftedness shields people with a high level of performance in intellectual, creative, academics, performing, and visual arts fields; even if sometimes they have learning disabilities, that is, if they are twice-exceptional learners. Hilaael-Badillo (2020) conducted interviews with parents, teachers, and administrators in a school whose students are predominantly African American. Their definition of giftedness varies from natural talent to the ease in

developing complex academic tasks and reasonings. Also, other participants considered being talented as someone mature and responsible to make contributions to the community.

In the previous definitions, culture is not considered an influencing factor in giftedness. Based on Sternberg and Grigorenko (1996 as cited in Martin, 2016), there are countries such as Kenya where practical intelligence is contemplated as a defining aspect of giftedness identification in their test. They believe that American children would fail in other cultures' tests like students from other cultures might fail in standardized American tests. Martin (2016) concluded that "The idea that giftedness is culturally bound is relevant to CLD including Hispanic ELL students, because they may have high abilities not measured by standardized tests" (p. 21)

Renzulli et al. (2009, chapter 13) went over the definition more broadly by stating that instead of focusing on the absolute view of "being gifted," the emphasis should be about the "development of gifted and creative behaviors in students who have high potential (...)" (p. 326). Such a relative perspective is more inclusive for underrepresented or underachieving students since they agree with Sternberg and Davidson (2005) that culture, abilities, environment, and gender are contributing factors to develop the gifted behaviors that Renzulli developed in his three-ring conception of giftedness. The interaction of those three rings: creativity, task commitment, and an above-average ability can reflect gifted behaviors (Renzulli, 2016).

However, Kaufman and Sternberg (2008) stated that giftedness is just a label that: depends on each person's criteria, changes throughout time, can be seen from a general or specific way, and explicit or implicit theories. In other words, Kaufman and Sternberg (2008) concluded that there is not a concrete definition for giftedness.

Characteristics of Gifted and Talented students:

Sankar-Deleeuw (2004) conducted a case study of gifted kindergarten children to identify crucial characteristics in different domains. Those traits can be helpful for teachers to y potentially gifted children in their classrooms. Regarding the intellectual and achievement domain, Sankar-Deleeuw (2004) evidenced a remarkable memory to recall specific facts, an interesting curiosity for topics related to the universe, religion, and the origin of life and death. Also, their reading and language skills were outstanding in all of them. Their social domain was characterized by the preference of working or being by themselves, doing things their way, and interacting with older people.

Their affective domain varied in different aspects; some of the children were very competitive and showed low tolerance of failure since they were perfectionists while others did not seem to be affected by others or what they did. The sense of humor and sarcasm were constant in all of them, their motivation to do things of their interest, and their great need to do something and keep busy all the time.

Sankar-Deleeuw (2004) also studied their physical and aesthetic/creativity domains, and found out that most children were not into sports but preferred activities related to music, drama, designing, building, and solving-problem activities such as creating products. Finally, Sankar-Deleeuw (2004) highlighted several observations such as gifted children can be more independent, noncompliant, perseverative, uncoordinated, distractible, have short attention spans, and develop an introverted personality.

Lara (1994) also found some unique characteristics when working with a CLD potentially gifted student; that student could use analogies to understand his reality and connect with new knowledge learned in class. The questions the student asked had a higher complexity and depth than his classmates' and he had a high interest in music.

Also, Hughes et al. (2006) stated that code-switching can be considered a manifestation of giftedness since the student is able to integrate two cultures, understand the use of specific vocabulary or linguistic structures, develop several cognitive abilities that underlay the process of code-switching.

Finally, Kirschenbaum (1995) interviewed Joseph Renzulli; Dr. Renzulli explained more his three-ring conception of giftedness by stating that GAT children possess ability in a specific area of knowledge or performance, the desire to do a specific task in a particular area, and finally, the creativity that grows and is developed as time goes by.

CLD gifted students' underrepresentation in GAT programs

One of the main reasons for the under-representation of culturally and linguistically diverse students is the school community's misconceptions and the inappropriate or biased perspective of scholars who research GAT students. Whiting et al. (2008) affirmed that the theoretical orientation of research about CLD students focuses on at-risk or disadvantaged students. Jones (2010) also stated that most of the investigation on CLD gifted students concentrates on their deficits instead of their strengths. Whiting et al. (2008) also suggested that scholars interested in CLD underrepresentation in GAT programs should develop self-awareness to identify biases that might influence their research and conduct culturally responsive and responsible research.

Gandara (2005 as cited in Jones, 2010) declared that Hispanic students' low performance and teachers' low expectations may be another cause for their underrepresentation. Coronado et al. (2017) described the Discrimination theory that explained CLD students are not identified as gifted or talented due to inadequate

identification tools/procedures, the lack of an inclusive definition of giftedness, and the prejudice of others. Also, this theory affirmed that many districts rely on teachers' referrals, and because of the lack of teaching training about GAT students, the teachers are not capable of identifying giftedness behaviors in their CLD pupils.

Ford and Grantham **(**2003) analyzed the Deficit Theory in which educators and administrative staff have lower expectations for CLD students based on negative stereotypes or assumptions. Ford and Grantham (2003) also stated that the deficit thinking of the school community regarding the concept of intelligence, the identification tools, and the teacher preparation should be changed for a dynamic perspective in which different types of talents and intelligence are considered, policies are reevaluated, and teachers receive appropriate training about multicultural education and in Gifted Education.

Harris et al. (2009) interviewed parents, school personnel, teachers, and students from a Midwestern School District; they found several barriers to identifying and providing learning support to gifted or potentially TAG students. Some of the barriers were: the lack of support from the state to provide strategies or materials for assessing giftedness in ELLs, the teachers' low expectations or tolerance to ELLs, and the lack of communication to parents in their native language.

Many intellectuals agree that the assessments' inappropriateness is the other cause of not identifying CLD potentially gifted students. Lara (1994) affirmed that culture is not considered one of the criteria that supports the identification measurements. Arrambide (2016) analyzed three different giftedness identification tools and found out that the most beneficial instrument for CLD students, predominantly Hispanic, was the Hispanic Bilingual Gifted Screening Instrument [HBGSI] along with non-verbal test scores and teacher referrals (Lohman et al. 2007). Arrambide (2016) also

emphasized the importance of teachers' referral to nominate potentially gifted students to TAG programs, and concluded that "two critical components to addressing the underrepresentation of Hispanics in GT programs were the assessment instruments used to identify students for GT programs and the role of the teacher in the screening and identification process." (pp. 93-94)

According to Frasier (1991 as cited in Fugit, 2004), IQ and achievement tests have been replaced by more inclusive measurement tools to cover more abilities and cultural perspectives. Gonzales (2006) affirms that if the method of identification considers what is valuable for the students' culture, then the students' cognitive potential may be identified. All in all, as Renzulli and Reis (2009) state, the traditional tests of intelligence are not enough to identify all the human potential a student has. Renzulli also highlighted that most people who impacted human history were not identified as gifted by taking an IQ test but by developing the abilities in which they had.

According to Ford (2004), another issue related to the underrepresentation of CLD students in GAT programs is the lack of retention of those students in the program; and what is most alarming is the low attention to this matter from scholars and the school community. Ford et al. (2008) stated that the underrepresentation and retention problem is due to society's deficit thinking regarding minority groups supported by stereotypes and prejudices. Ford et al. (2008) suggested that the school community should change their attitude and philosophy about teaching gifted CLD students based on combining the best theories, approaches, and methods about multicultural and gifted education. Ford et al. (2008) also recommended using culturally sensitive identification tools, analyzing policies and procedures that might have biases, reviewing static giftedness definitions, and constant training for teachers to provide better instruction to meet the cultural, linguistic, and academic students' needs.

Teaching strategies and models to support potentially gifted students' learning process.

The NAGC (2002) declared that every school and district should have a specialist in teaching TAG students and train their teachers to identify giftedness since they are the first to notice some of the typical traits of talented children and youth. Also, teachers are the ones who need strategies and materials to know how to maximize the learning experience for those potentially gifted students. Some of the strategies that the NAGC described are acceleration, curriculum compacting, pull-out programs, and grouping.

Based on NAGC (2002), pull-out programs are classes in a subject or interest of a group of talented students. Yang et al. (2012) established that such programs are an excellent strategy since they could receive advanced instruction from knowledgeable teachers. They also declared that gifted students are motivated, challenged, and enjoy class participation in pull-out programs.

However, Van Tassel-Baska (1982) refuted the benefits that pull-out programs may offer to the students since the students would only receive the special instruction less than five days a week and fewer than 150 minutes per week, the program is developed outside the regular classroom, and a particular teacher is required. Van Tassel-Baska (1982) stated that a full-time grouping should be more beneficial because the more time the students are served, the more needs will be met.

Another strategy is acceleration, in which the students learn the abilities and topics at a faster pace than usual. Examples of acceleration are grade-skipping, early entrance to kindergarten or college, or the enrollment in a dual program or an International Baccalaureate (NAGC, 2002). Nevertheless, this strategy and the pull-out

programs do not seem suitable for schools without TAG programs and specialists or trained teachers for instructing gifted children.

According to the Davidson Academy (2021), ability grouping is another strategy that suits schools with no GT program teacher because it can be developed on a low scale within the classroom, the same way teachers do their reading centers. The ability grouping consists of 5-10 gifted or high-achieving students in a regular classroom who develop problem-solving activities, higher-order thinking skills and work with accelerated materials. Some advantages of this strategy are the flexibility of the groups' arrangement based on growth assessments; the students move at their pace, the enrichment opportunities increase, and according to Neihart (2007), it has a positive socio-emotional impact on them the students.

Teachers of gifted or potentially gifted students can follow different models to satisfy the high demands of their talented students. Uresti et al. (2002) observed a teacher who adapted the Autonomous Learner Model (Betts, 1985 as cited in Uresti et al. 2002) to maximize the learning experience for the high-achieving ELLs. The compacted curriculum and the differentiation strategies were implemented to move faster with a group of students with gifted behaviors. The goal of this adaptation was to teach the students to be responsible for initiating their learning process and evaluating the outcomes. After going through the three stages of the adapted ALM (Orientation, Individual Development, and Enrichment Activities), the students, parents, and school personnel were impressed by the outstanding outcomes.

Uresti et al. (2002) concluded that adopting a model for teaching gifted students to work with potentially gifted English learners brought benefits such as final creative products, students' high commitment, and motivation to research and overcome language barriers. Also, parents evidenced positive changes in their children's behavior

towards going to school, and the teacher had more time to work with students who needed more help because the potentially gifted group knew how to work independently in their center. The school principal was hesitant about implementing the ALM, but he was delighted after observing the high scores in the nationally standardized achievement test.

Another model that teachers can implement in their classroom with CLD students: the Schoolwide Enrichment Model (SEM); based on Reis and Renzulli (2009), this model is efficacious in serving academic contexts with CLD and low socioeconomic populations to provide enrichment opportunities to potentially gifted students. In the SEM, the students' role is a "firsthand inquirer who can experience the joys and frustrations of creative productivity" (p. 325), and their interests are considered the critical factor to promote research activities. Reis and Renzulli (2009) also declared that the ultimate goal of the SEM is to make "schools places for talent development for all young people" (p. 326) whether they are gifted or not.

Since this model uses formal and non-formal identification tools (Reis & Renzulli, 2009), more students can be identified despite their cultural and socioeconomic status to receive the three services of the model: The Total Talent Portfolio, the Curriculum Modification, and Differentiation, and the Enrichment Learning and Teaching so that the student can develop independence and be engaged in the learning experience. The findings of Uresti et al. (2002) and Reis and Renzulli (2006) have something in common with the Content-based Learning Method of Instruction, the outstanding achievement in learning language through developing complex academic content (Collier, 1995 as cited in Herrera and Murry, 2016). Potentially gifted CLD students can benefit from these multiple strategies, models, and

methods that help them develop their potential without minding the linguistic, cultural, and socioeconomic barriers.

Chapter 3: Project Outline

This chapter explains the rationale of the workshop for K-2 teachers who have potentially gifted CLD students in their classrooms. The primary purpose of this workshop is to assist teachers in providing an engaging, challenging, and differentiated learning experience to those students who have higher learning skills and whose needs are not being satisfied by the activities or instruction given to the rest of the class. Teachers will find guidance to identify gifted children characteristics in students who learn faster and specific strategies taken or adapted from models and methods used in Gifted and Talented programs to maximize students learning experience and meet their particular needs.

Based on the NAGC (2011), the identification of giftedness in CLD students should be composed of formal and informal assessments and multiple criteria completed by trained teachers and the students' parents. Teachers are one of the most relevant filters in identifying potentially gifted children; therefore, they must be prepared to recognize essential characteristics of talented children despite their linguistic and cultural diversity. Teachers can detect which students might receive more detailed and specialized instruction by considering such features.

The Schoolwide Enrichment Model (SEM) by Renzulli (2009), the Multiple Menu Model (Renzulli, 2009), and the Content-based Learning Method are the primary sources of foundational concepts and strategies to develop the current workshop. Since they have been used with CLD and low socio-economic students (Renzulli, 2009; Herrera & Murry, 2016), teachers can be assured that they will develop their students' academic skills despite their cultural and linguistic backgrounds.

The Schoolwide Enrichment Model (SEM) (Renzulli, 2016) is a model that considers students as researchers with the ability to create or get deeper in the knowledge of the discipline they show curiosity. Students will go through three different activities or stages in which first, they will be exposed to the content to stimulate their interest (Type I). Then, they will develop problem-solving and critical thinking skills (type II) to finally focus their commitment on a project to solve a specific problem or create more knowledge (Renzulli & Reis, 2009). According to Allen et al. (2016), implementing the SEM provides several benefits to the school community in general; some of those advantages are:

- Students engage in active learning activities to develop problem-solving abilities under the supervision of a facilitator.
- Potentially gifted CLD students develop their linguistic and academic skills in authentic activities.
- The students' home culture is validated.
- The representation of CLD students in gifted programs increased.

The Multiple Menu Model (MMM) focuses on differentiating the curriculum for gifted children based on how knowledge is developed. As Renzulli (2009) stated, an appropriate curriculum will assist the student in choosing what is meaningful and valuable for their lives and how to know about it. The MMM also says that the curriculum should regard concepts as the vehicle to achieve cognitive structures to help students approach any other concept they want to learn.

Both models share one concept with the Content-based Learning Method (Herrera & Murry, 2016): the opportunity students have to develop linguistic and academic skills at the same time regardless of other linguistic and cultural variabilities. Based on Herrera and Murry (2016), the best way to help CLD students to develop academic and

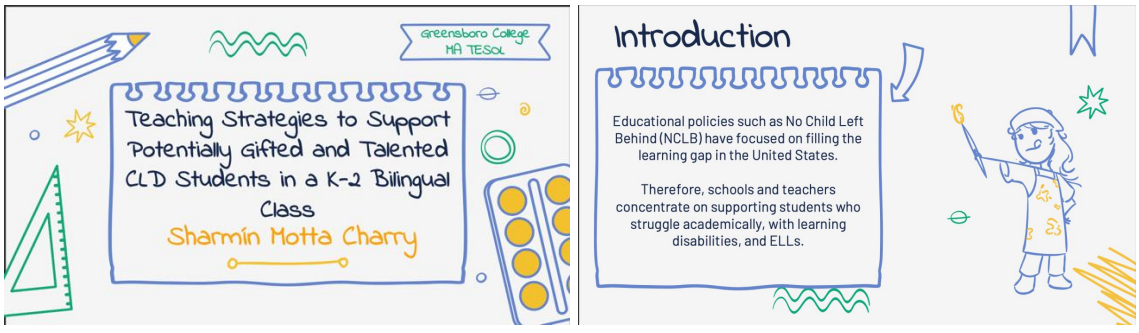
linguistic skills at the same time is by working with Thematic units so the students will naturally acquire CALP. Teachers can implement the CBL method with all their students; however, the adaptation of the principles of the Schoolwide Enrichment and the Multiple Menu Models will provide the depth and the level of complexity that potentially gifted CLD students need to nurture their learning skills.

This workshop will motivate teachers to adapt and differentiate their instruction to provide a more equitable learning environment where all their students' needs will be satisfied. Also, teachers can continue adapting these models to support all their students in developing higher-order thinking skills and the passion for learning things of their interest.

Chapter 4: Final Project – Teacher Workshop

The current project is the design of a workshop to support teachers who have potentially gifted CLD students by providing strategies, models, and methods they can implement in their instruction to be more effective when meeting such students' unique needs. The workshop goes over four essential aspects: giftedness definition, characteristics of gifted children, models, methods, and strategies to teach potentially gifted CLD pupils, and finally, benefits to teachers and students from conducting the instructional principles explained in the workshop.

The workshop begins by introducing the necessity to have more equitable instruction in which the students who struggle academically and those who are high-achievers receive suitable education to encourage them and keep learning and accomplishing more goals in their learning process. The No Child Left Behind (NCLB) act focused on filling the educational gaps in institutions but did not consider the needs of Gifted Children. On the contrary, Every Student Succeeds Act (ESSA) included training in teaching gifted and talented children.



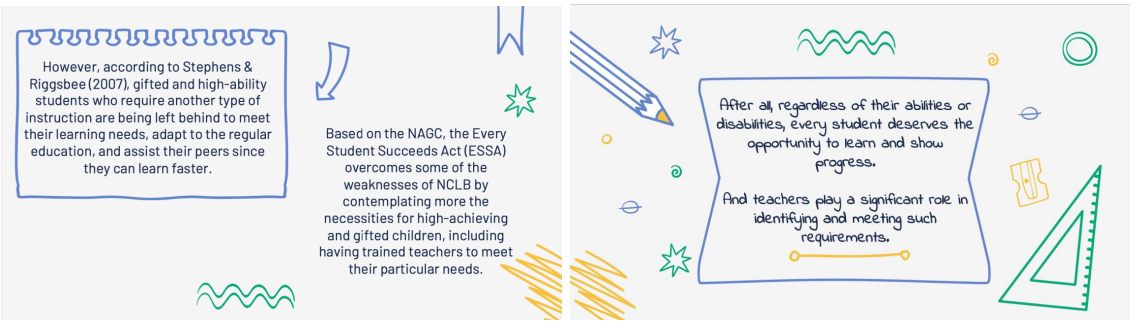


Figure 4.1 Workshop introduction

Figure 4.2 Renzulli's thoughts on implementing his model for GAT children with all young people.

According to McLester (2012), Joseph Renzulli and Sally Reis are leaders in the field of differentiating instruction and giftedness education. Their methods and models are a crucial foundation for the current workshop. One of their quotes (Figure 4.2) inspired the development of this workshop because it shows an interest in transforming schools into places where any student can develop their talents.

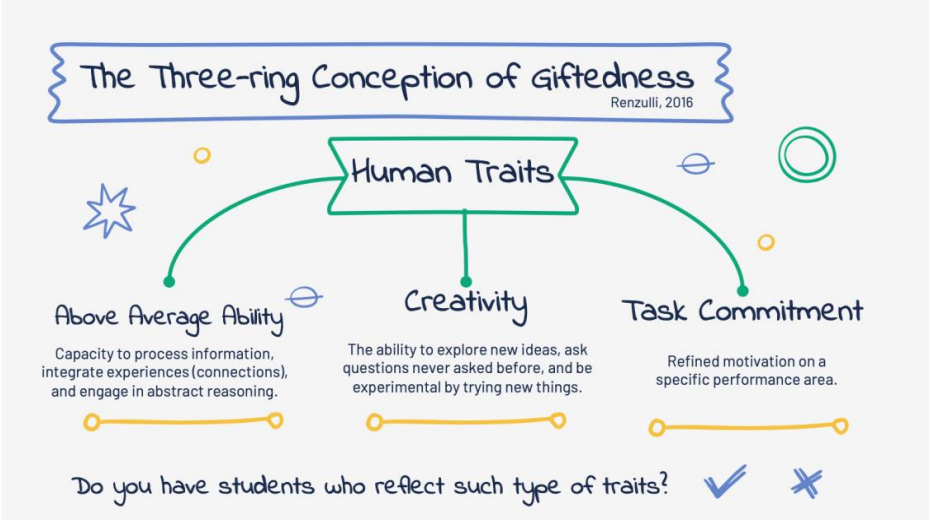
Teachers attending this workshop will share and discuss their opinion and prior knowledge on what giftedness is by answering a question through a virtual tool called Whiteboard (https://whiteboard.fi/) (See Figure 4.3).

Figure 4.3 Link to share prior knowledge on giftedness

The expositor will then present definitions of giftedness stated by the National Association for Gifted Children (NAGC) and by Renzulli (1978, 2009). These definitions will clarify some misconceptions about giftedness and give a foundation for explaining the models and methods in the next section. (Figure 4.4)

Figure 4.4 National Association for Gifted Children (NAGC) and by Renzulli (1978, 2009) definitions of giftedness

In Renzulli's Three-ring conception of giftedness, teachers will evidence the change from a static perspective to a more dynamic one regarding giftedness. Renzulli (2009) focused on developing gifted behaviors rather than on being or not being gifted according to only IQ formal tests. Teachers can also start reflecting on the possibility of having potentially gifted students in their classroom, although they have not taken the IQ test or any other formal assessment. In Figure 4.5, teachers will go over the three human traits that combine to create gifted behaviors, such traits are developed more intense in children with gifted behaviors than in other children, and they can be used in any field of knowledge the student has an interest in (Renzulli, 2009).



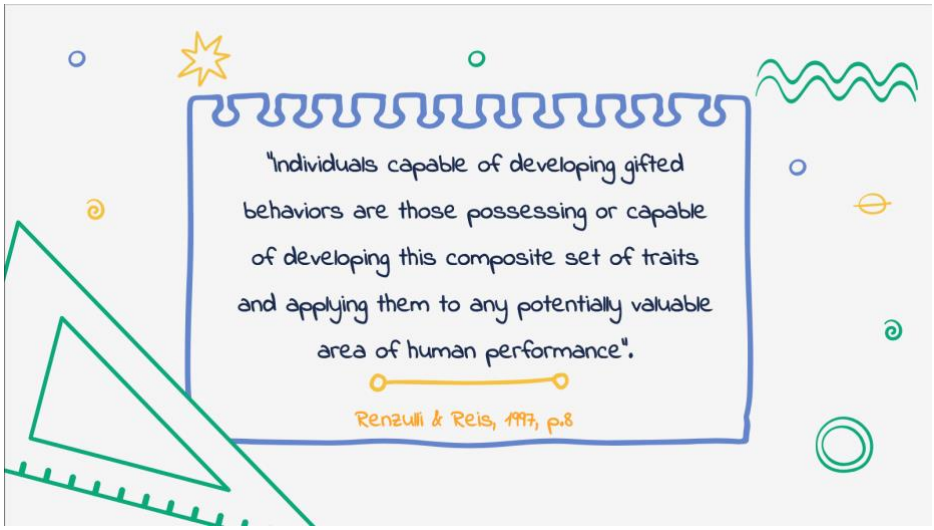
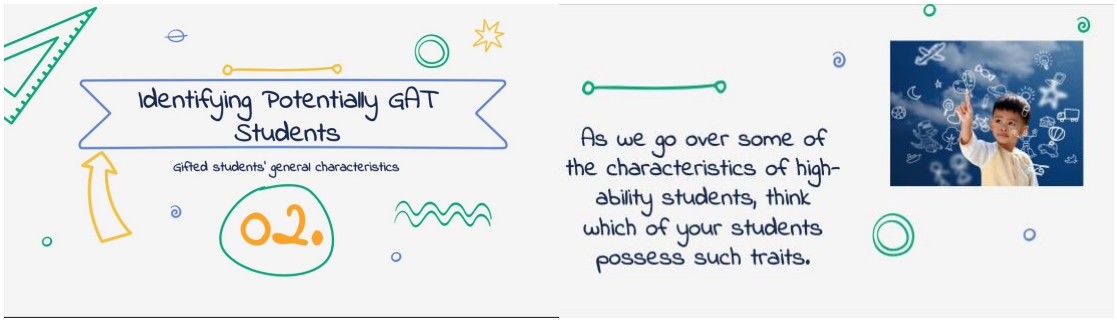


Figure 4.6 Human traits that combine to create gifted behaviors

Characteristics of gifted children

At this point of the workshop, teachers will have a clearer idea and perspective to observe and identify giftedness in their students. However, teachers must consider more characteristics in different aspects because not every student will display gifted behaviors in the same fields of knowledge and creativity. That is why the workshop will present the characteristics that Deleeluw (2004) stated after a case study with gifted kindergarteners (Figure 4.7).



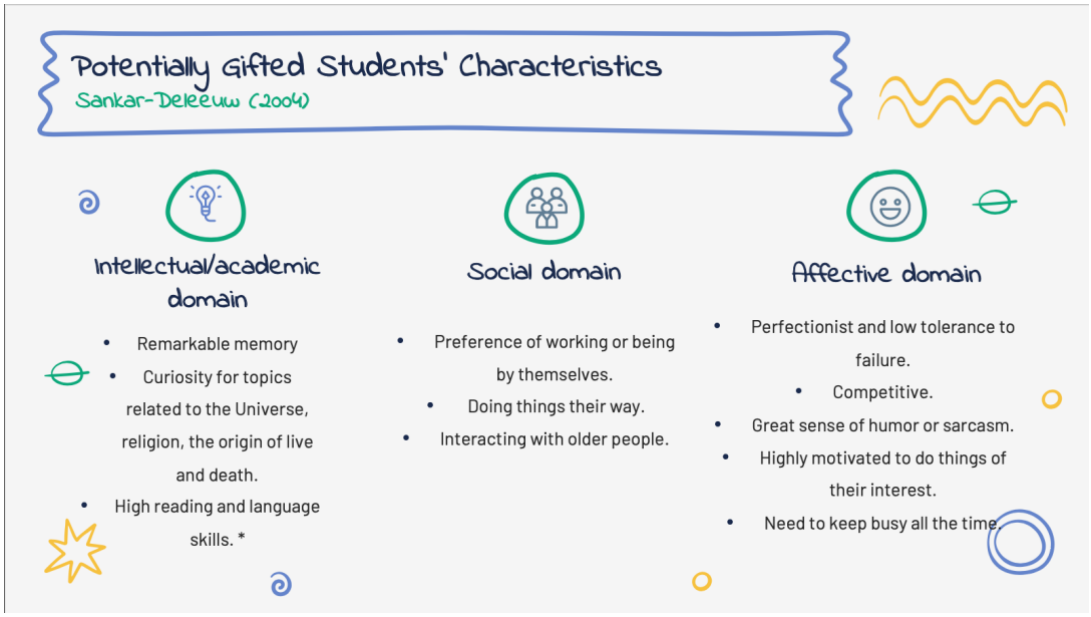


Figure 4.7 Gifted children's characteristics in different domains

After analyzing the characteristics, teachers might get confused because they think their brighter students might be gifted. However, based on the video of Dr.

Maynard (2013) (Fig. 4.8), bright kids are the ones who do not question the teachers but listens to them and follow their instruction; on the other hand, gifted kids prefer to spend their time thinking about things they like or "daydreaming" and that can be frustrating for teachers. Dr. Maynard (2013) compares specific characteristics such as:

Bright Student	Gifted Student
• Knows the correct answer. • Enjoys working in groups. • Is interested. • Finishes their assignment.	• Ask questions related to abstract concepts. • Prefers to individualized work. • Is curious. • Likes to play/work their own way.

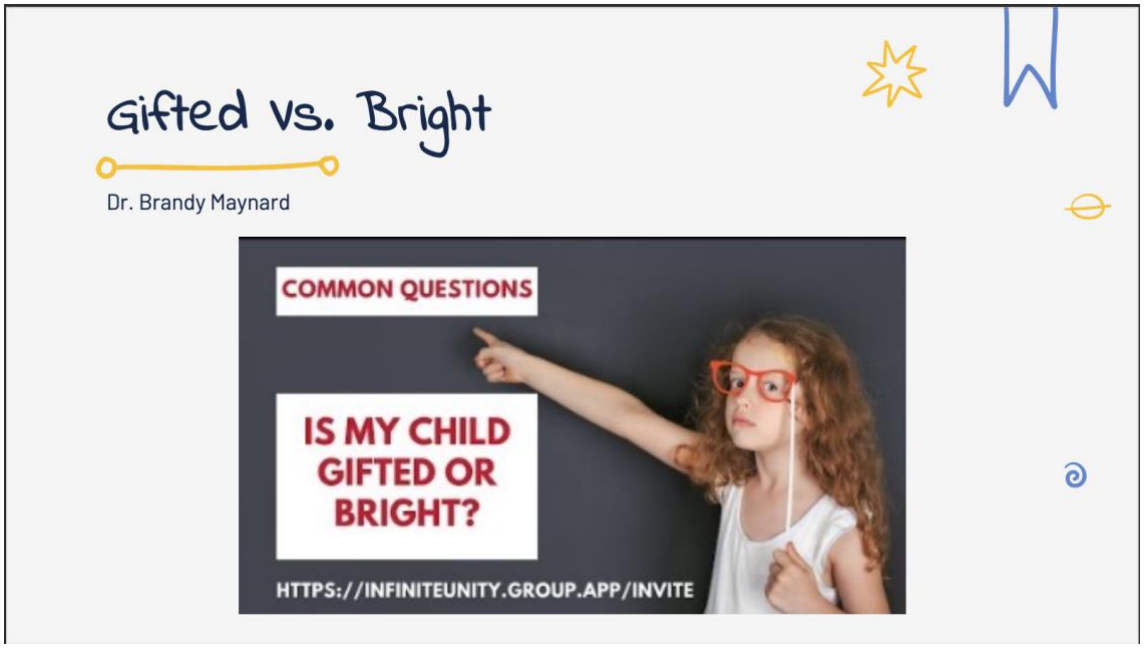


Figure 4.8 Comparison between bright and gifted children

After the expositor described the basic concepts that several scholars developed about giftedness, the workshop stated its essential purpose: presenting strategies to potentially gifted CLD students. Teachers will be questioned if the characteristics discussed previously may be identified in children proficient in BICS but not in CAPS,

with no knowledge of the English language at all, children with a lower IQ than the traditional assessments establish, or not well behaved as teachers would expect.

Teachers will watch a part of an interview conducted with the executive director of the National Association for Gifted Children (NAGC), stating that culturally and linguistically diverse students are underrepresented in the GAT programs; therefore, it is convenient to train teachers to provide appropriate instruction to these children (Fig. 4.9).

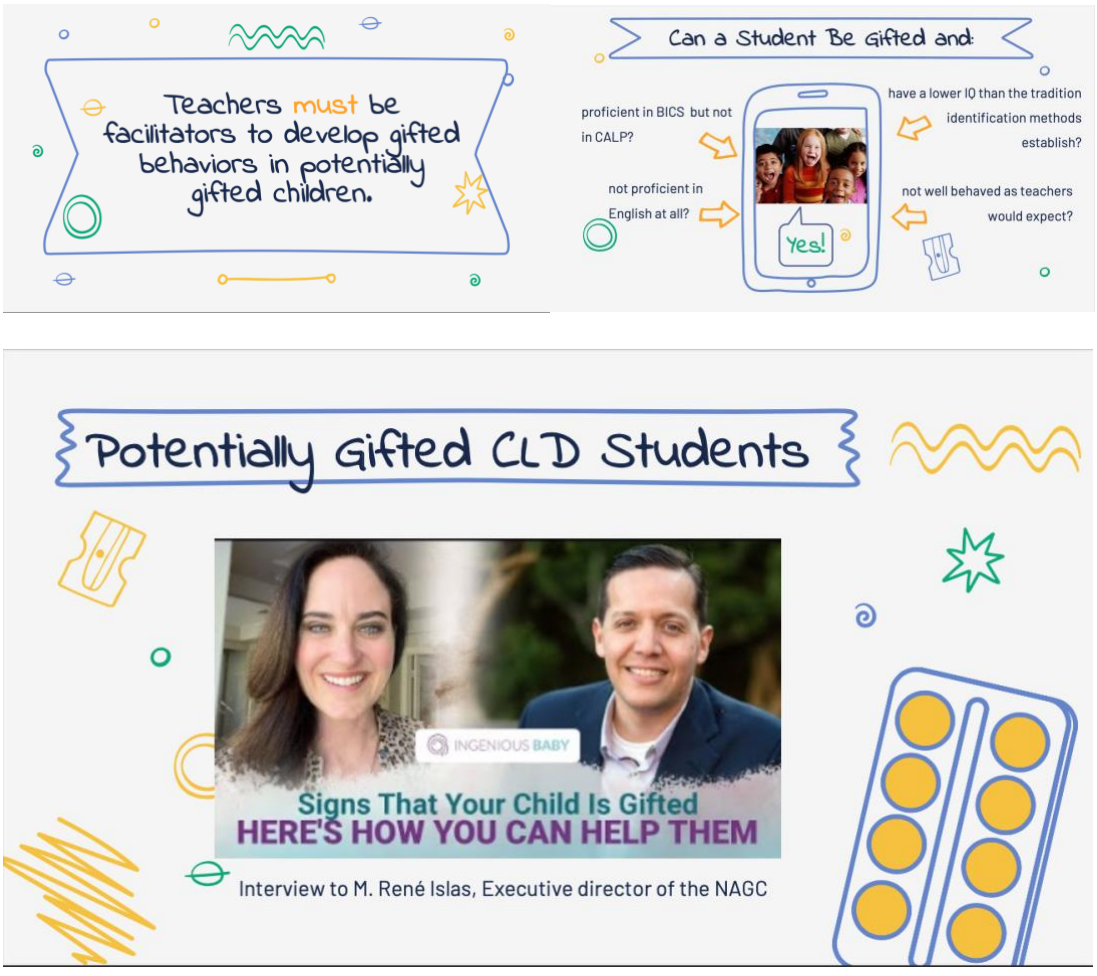


Figure 4.9 Interview to the National Association for Gifted Children (NAGC)

Then, the workshop will help teachers realize some of the reasons for the underrepresentation of CLD teachers in gifted programs and how they can be part of the solution to identify potentially gifted CLD children so they eventually can be assessed and receive expert services (Fig. 4.10).

Figure 4.10 Gifted CLD students' underrepresentation causes and solution

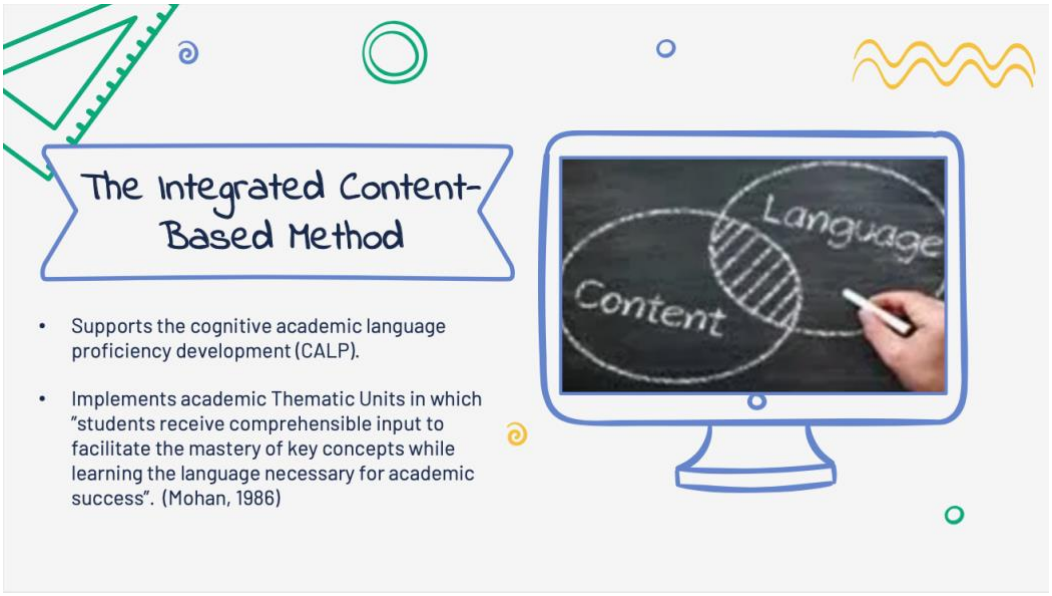
Teaching Strategies and Models

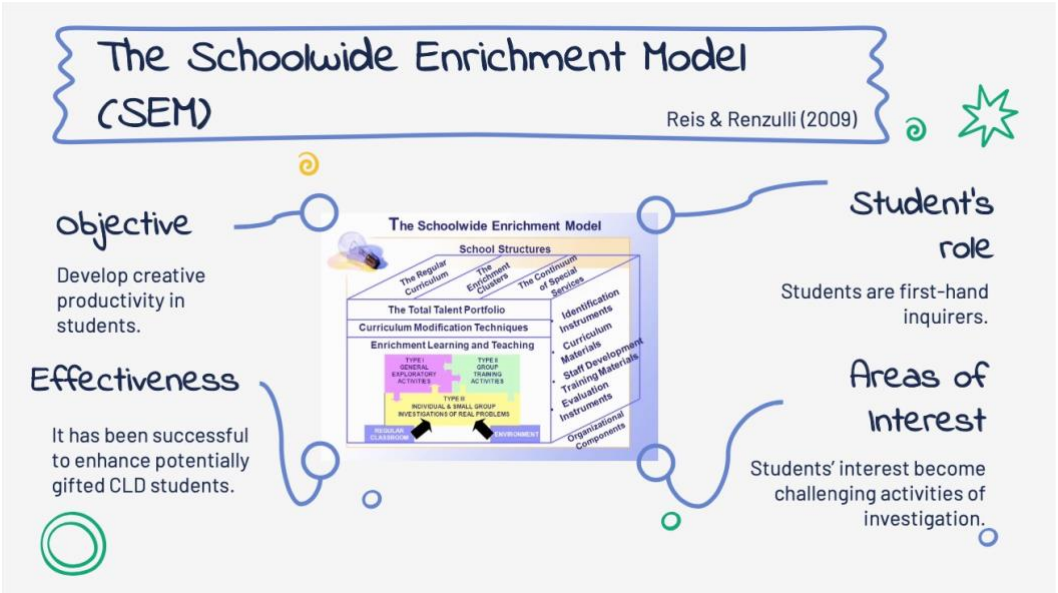
Working with CLD students can be challenging for teachers because they do not know how to approach them or which perspective they should take regarding their home language, culture, and socioeconomic status. In Figure 4.11, the workshop presents how Herrera and Murray (2016) stated some strategies when teaching CLD students, such as getting to know the cultural and socioeconomic background of the students, providing a

free-anxiety and welcoming learning environment, considering the cultural and linguistic diversity as a strength and not as a weakness, using the home language in one-to-one instruction, and acknowledging their efforts and accomplishments.

Figure 4.11 Sociocultural Strategies

The presentation shows content-based instruction principles as the foundation to implement any method or methodology with CLD students. Moreover, Renzulli's School Enrichment Model (SEM) and the Multiple Menu Model (MMM) are used to maximize the learning process of gifted children. Teachers will evidence how concepts from CBI, SEM, and MMM can be used to create a general planning structure to enhance the development of the unique learning process gifted CLD children have. (Fig. 4.12).





Figures 4.12 Main concepts about CBI and SEM

In this part of the workshop, teachers will observe how the SEM and the MMM focus on nurturing students' critical thinking, problem-solving, and higher-order

thinking skills by researching topics of their interest (Fig. 4.13). The main goal is to acquire abilities the students can implement when they want to learn about any other discipline, not on the content of a certain standard of the curriculum (Fig. 4.14). Based on the SEM and the MMM, gifted students need to be independent learners in the field of knowledge to develop their gifted behaviors (Fig. 4.15).

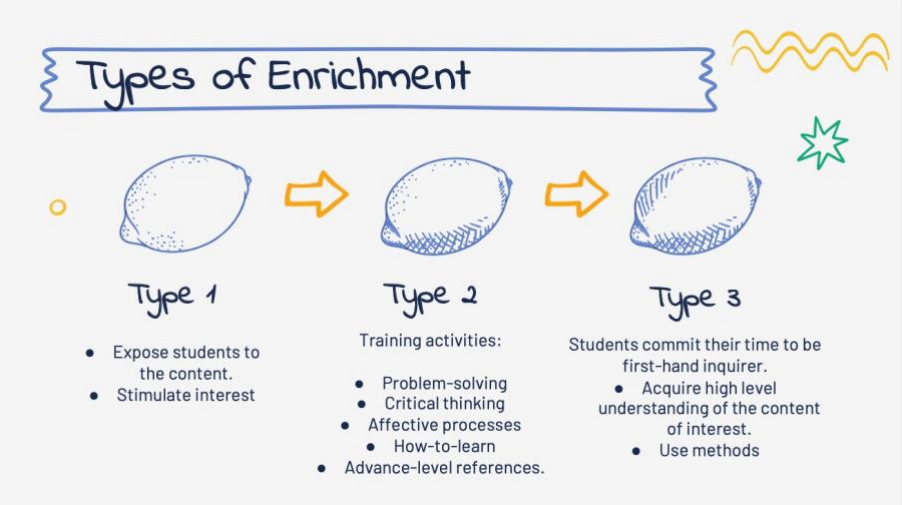
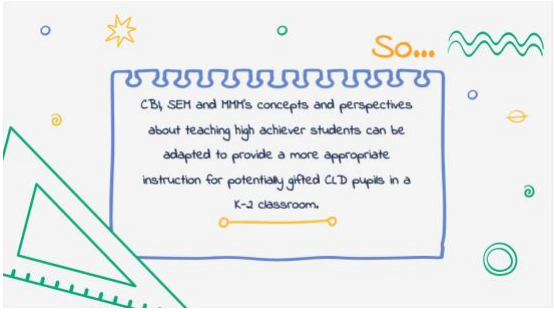


Figure 4.13 Types of enrichment in the SEM

Fig. 4.14 The MMM's essential goals and concepts

Fig. 4.15 Important aspects to highlight about the SEM and the MMM

Now that teachers have learned about the main concepts of the Content-based instruction method (CBI), the School enrichment model (SEM), and the Multiple menu model (MMM), teachers are given a simple adaptation of the steps Renzulli (2009) explained in his SEM. This adaptation's primary goal is to support the potentially gifted CLD students to become independent learners by acquiring Higher Order Thinking skills when learning about a topic of their interest (Fig. 4.16).



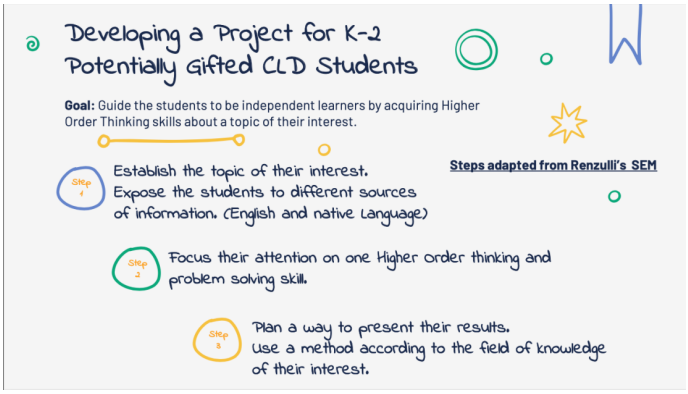
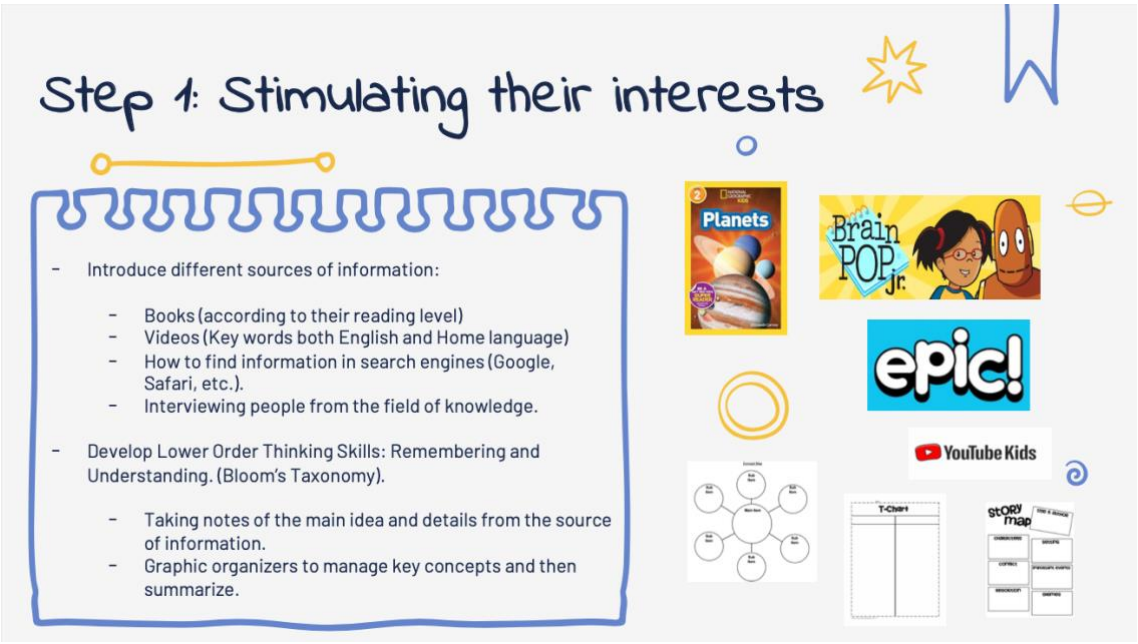


Fig. 4.16 Steps to develop a project for K-2 potentially gifted CLD students

In the following slides (Fig. 4.17), teachers will go over each step to create a project to work with their potentially gifted CLD students. After that, they will observe a video in which a teacher explains how she develops project-based learning with their gifted children. Teachers can have a broader idea of how to plan and support their students in developing their projects.



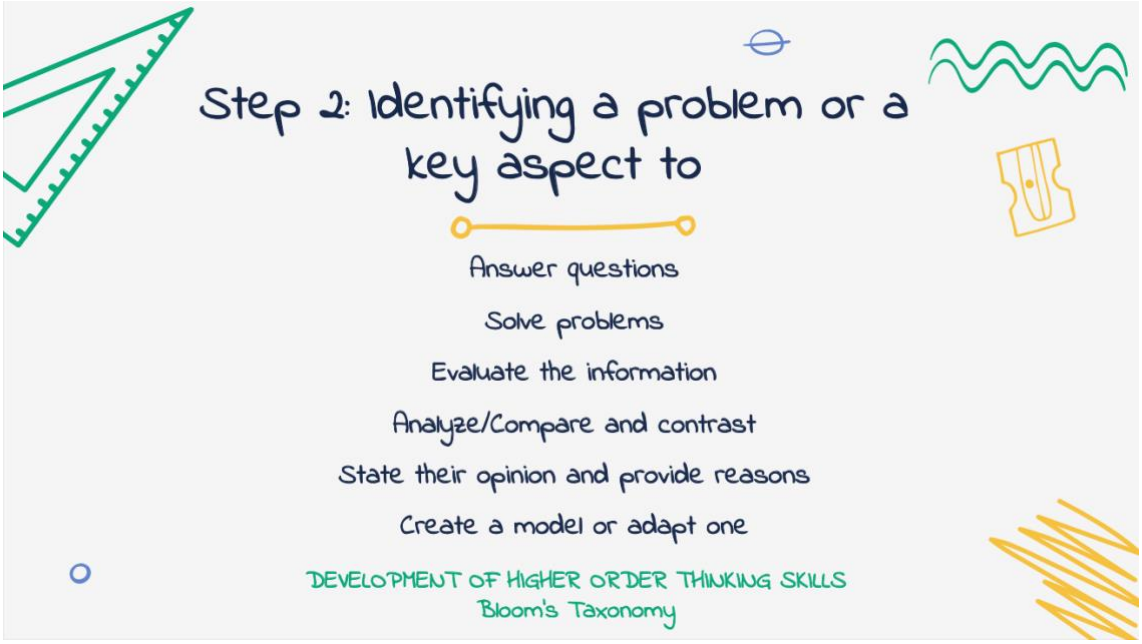


Fig. 4.17 Explanation of Steps to develop a project for K-2 potentially gifted CLD students

Benefits for Teacher and Students

Finally, the last part of the workshop shows teachers the benefits for them and their students when working under concepts and principles explained previously. Teachers can conclude that they can provide an equitable instruction to all their students

and encourage all of their students to keep learning at their pace and about their interests and strengths (Fig. 4.18)

It is expected that teachers can have a better perspective toward students who might have incredible talents, but because of cultural or linguistic barriers, they cannot be recognized and receive appropriate instruction or special services, such as the gifted and talented program.

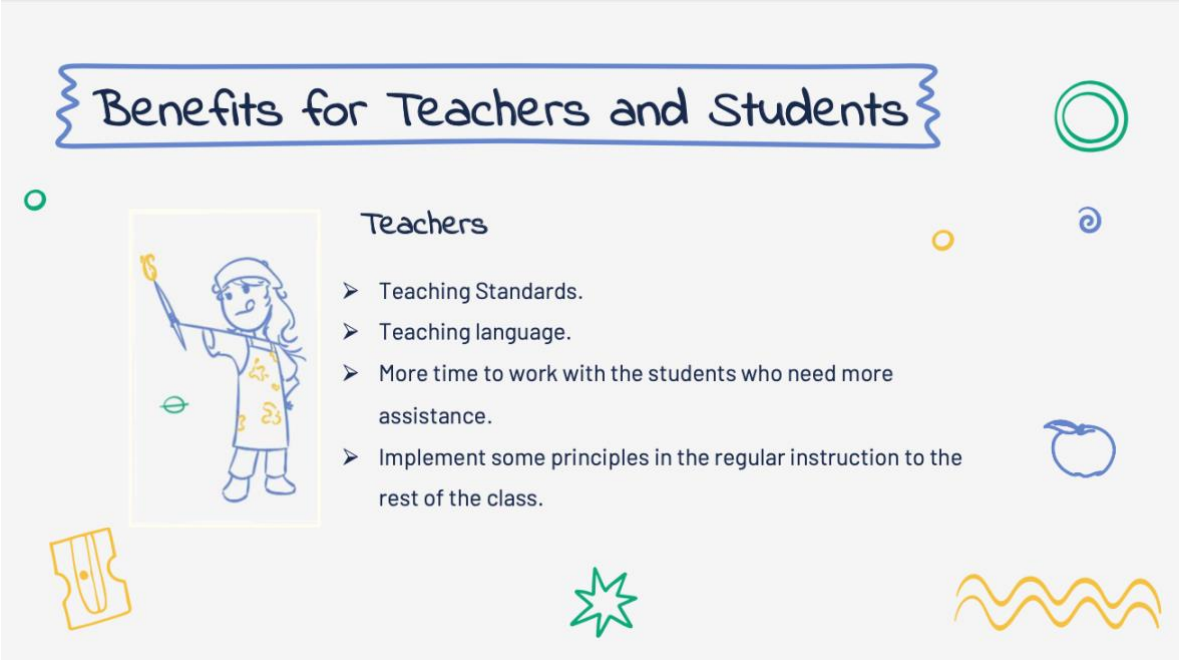
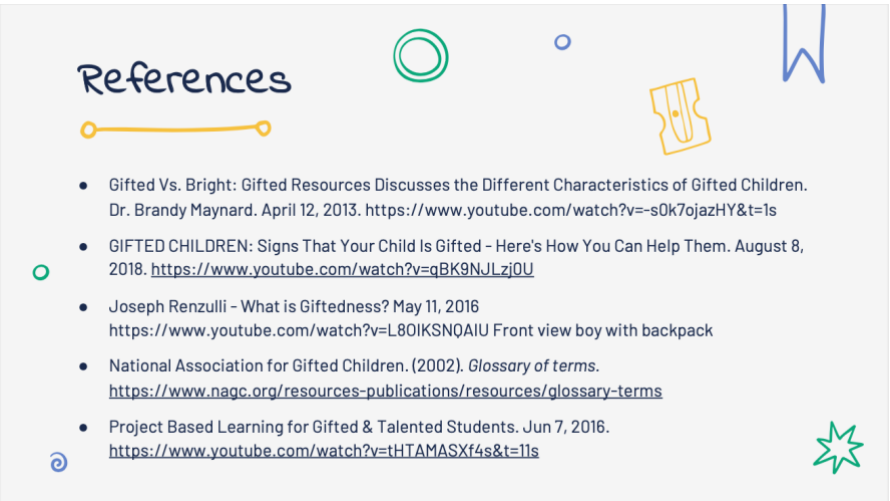
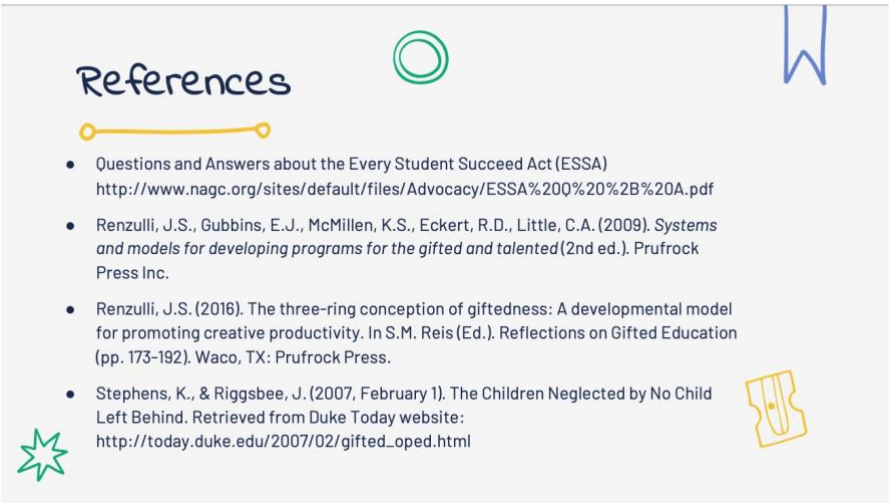


Fig. 4.18 Benefits for teachers and students

Teachers can see the references to develop this workshop whether they want to know more about the strategies, models, and methods explained.





Chapter 5: Conclusion

The development of the current workshop, to support teachers with potentially gifted CLD students, has enriched my perspective, and hopefully will also enrich other teachers' ideas regarding the importance of differentiation. Additionally, this project has informed the way I design and carry out my instruction for those students who need to go beyond the content taught in a regular class. It is crucial to focus on research, critical thinking, and problem-solving skills for these students so that their learning experience will be more significant. For potentially talented CLD students, the most crucial aspect for keeping them engaged in their classes is to focus their gifted behaviors on content related to the discipline they are interested in. Such needs cannot be met if the teacher cannot identify the students' talents and plan a specific set of activities that will guide the student to become an independent first-hand inquirer, as Renzulli (2009) affirmed.

It is vital to train K-12 teachers to identify GAT students, especially those students who come from different cultural, linguistic, and socio-economic backgrounds. While working on the current workshop, I discovered misconceptions I had regarding giftedness and how to support those students with unique talents. For instance, it is often believed that gifted students do not need any help in their learning process, that they are gifted in all areas and always well behaved, or that they can only be gifted in the academic domain. Unfortunately, there are also biased teachers and school staff who believe that if students are not highly proficient in English, they will not be able to receive any services from the gifted program.

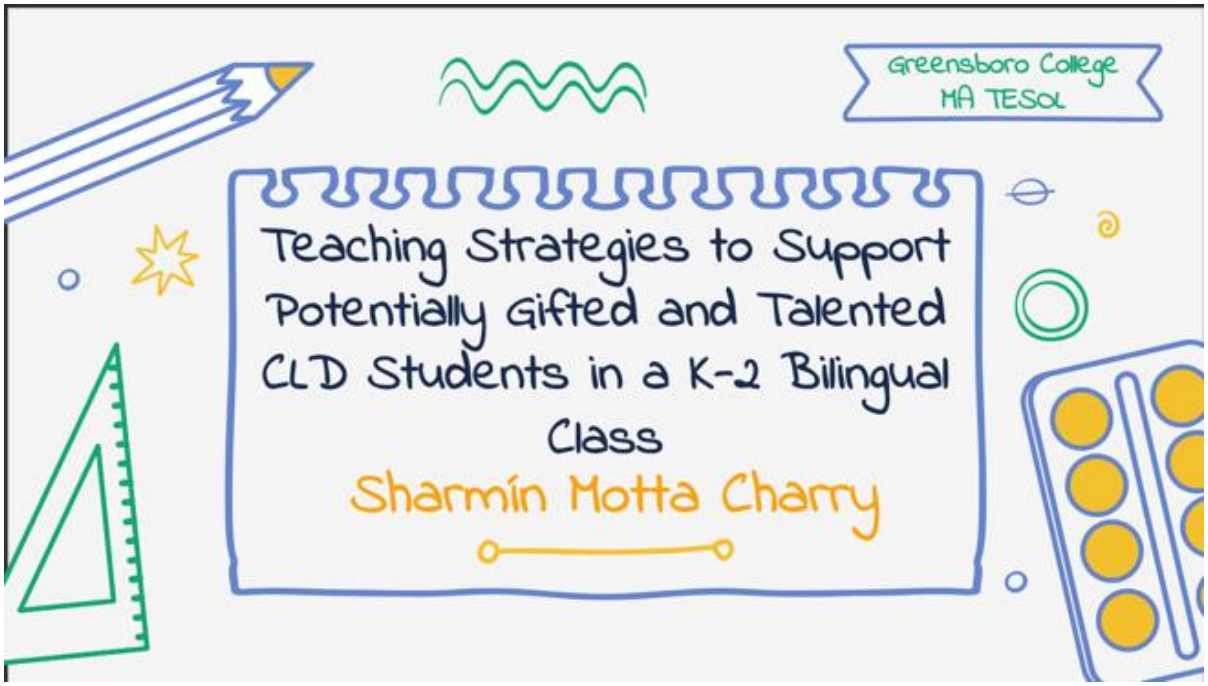
Teachers also need to be trained to have the cultural awareness to consider CLD students' cultural and linguistic backgrounds as a strength and not a disadvantage in their learning process. One of the reasons for the underrepresentation of such students in

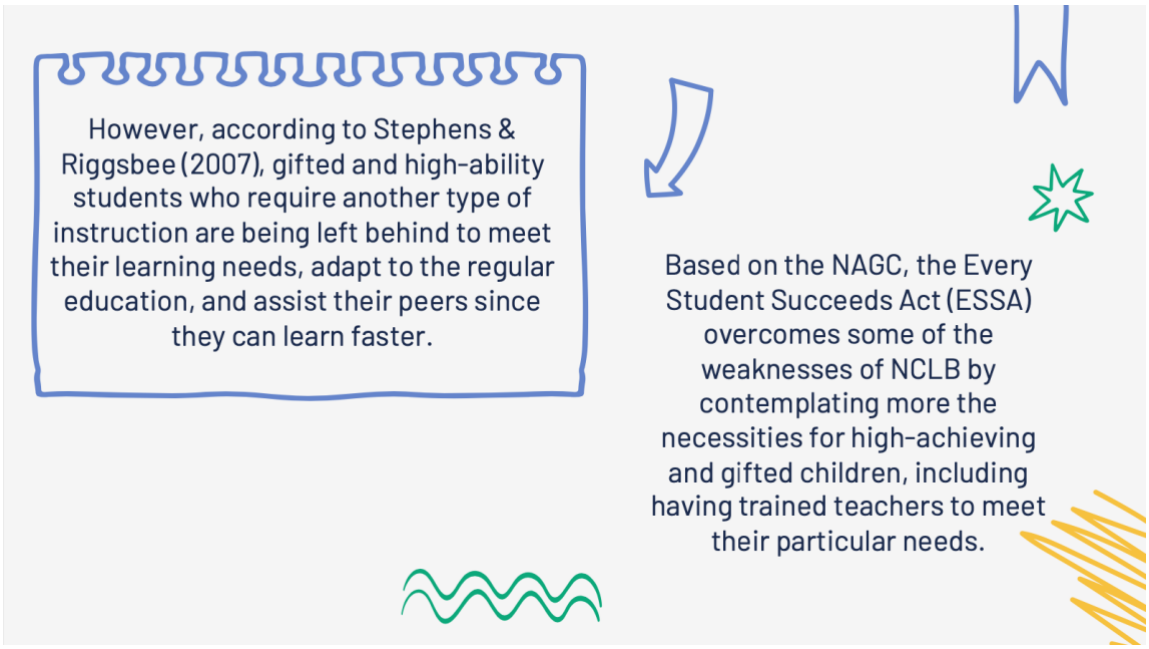
gifted programs is the low reference of teachers, which is often due to these misconceptions or myths about giftedness. This workshop intends to address the lack of training that teachers currently receive in CLD gifted students and to familiarize teachers with CLD gifted children and youth so that the teachers can be more intentional and assertive in their instruction.

Combining the Content-based Instruction method and the principles of the School Enrichment Model and the Multiple Menu Model, proposed by Renzulli (2009) is an appropriate way to support CLD students in their second language acquisition and attainment of high-order skills, simultaneously. It is essential to state that the adaptation of those models needs to be implemented to ensure their effectiveness and teachers must be able to adapt and change as necessary. There have been other attempts to adapt model and methods used in gifted programs to maximize the learning experience of CLD students with gifted behaviors, that can serve as examples.

I have reflected on my teaching experience and realized that the instruction focused on supporting those students who struggle without considering the interests or cognitive skills of those who have already mastered the content that I am teaching. The current workshop should encourage more teachers to provide more equitable instruction. Every student should feel encouraged and motivated to develop their academic and personal skills inside the classroom. If possible, the steps to develop content-based projects with potentially gifted CLD students can be adapted and implemented with the rest of the class.

Appendix: Workshop Slides




However, according to Stephens & Riggsbee (2007), gifted and high-ability students who require another type of instruction are being left behind to meet their learning needs, adapt to the regular education, and assist their peers since they can learn faster.
Based on the NAGC, the Every Student Succeeds Act (ESSA) overcomes some of the weaknesses of NCLB by contemplating more the necessities for high-achieving and gifted children, including having trained teachers to meet their particular needs.

After all, regardless of their abilities or disabilities, every student deserves the opportunity to learn and show progress.
And teachers play a significant role in identifying and meeting such requirements.

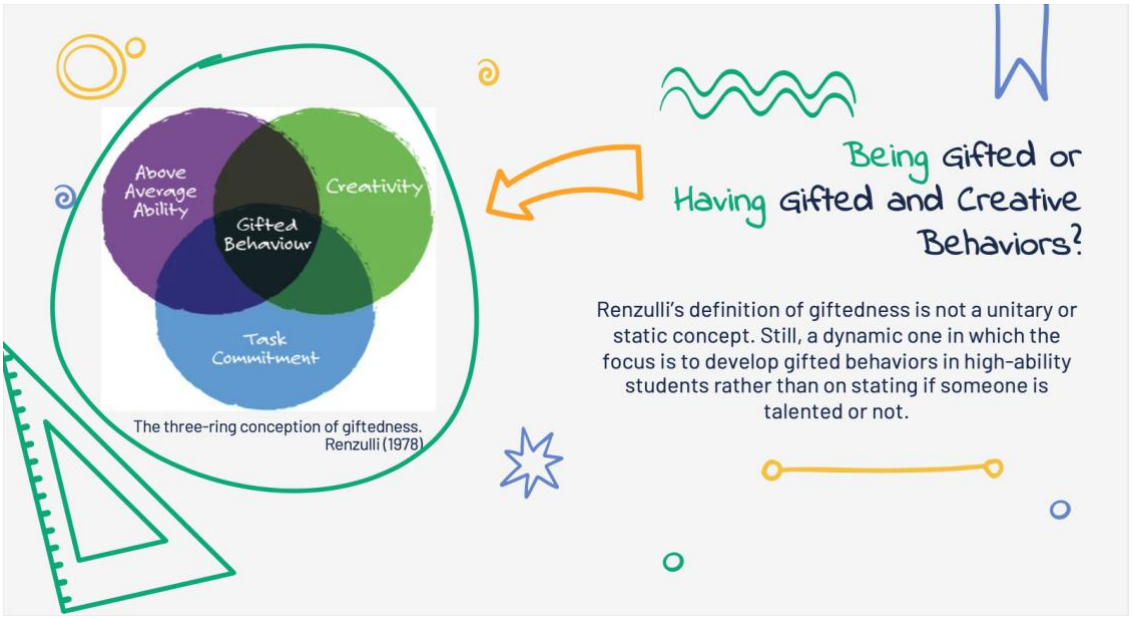
What do You Think Giftedness is?

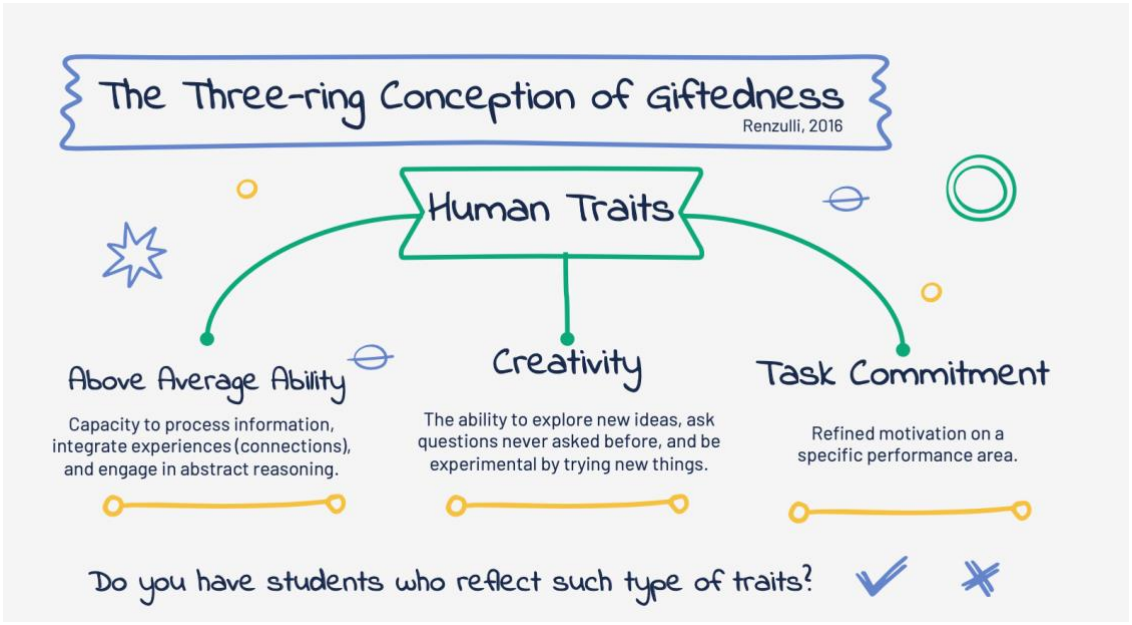
https://whiteboard.fi/c5fdx

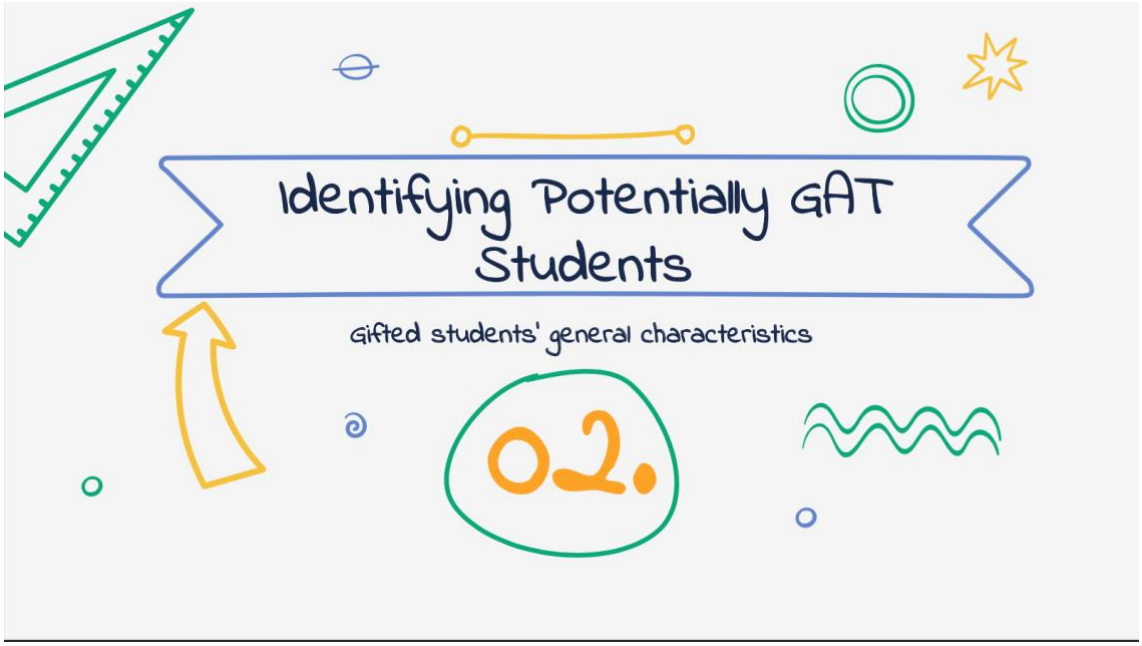
Scan the QR Code or type the link above and share your thoughts.

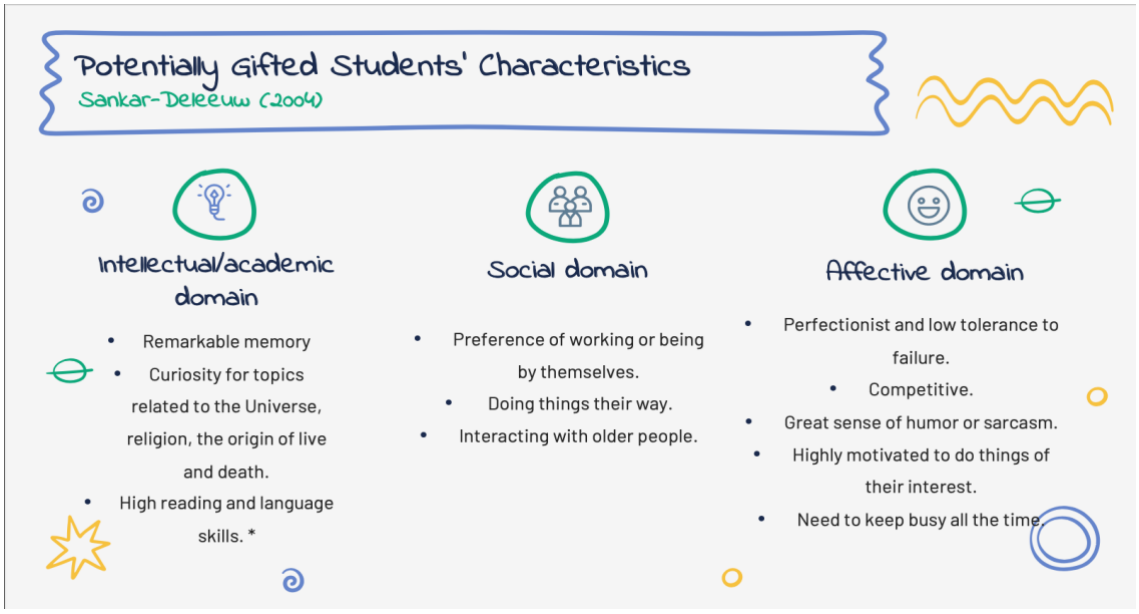
What is Giftedness?

The National Association for Gifted Children (NAGC) followed the federal Elementary and Secondary Education Act (2002) by stating that gifted students are children or youth who perform at a high level of achievement in intellectual, creative, artistic, leadership or other specific areas of knowledge.


Above Average Ability
Creativity
Gifted Behaviour
Task Commitment
The three-ring conception of giftedness.
Renzulli (1978)
Being Gifted or Having Gifted and Creative Behaviors?
Renzulli's definition of giftedness is not a unitary or static concept. Still, a dynamic one in which the focus is to develop gifted behaviors in high-ability students rather than on stating if someone is talented or not.

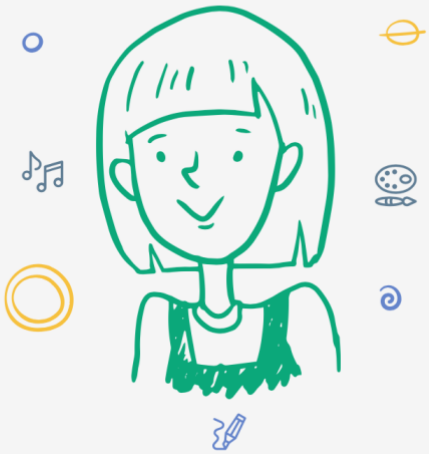

The Three-ring Conception of Giftedness
Renzulli, 2016
Human Traits
Above Average Ability
Capacity to process information, integrate experiences (connections), and engage in abstract reasoning.
Creativity
The ability to explore new ideas, ask questions never asked before, and be experimental by trying new things.
Task Commitment
Refined motivation on a specific performance area.
Do you have students who reflect such type of traits?


Identifying Potentially GAT Students
Gifted students' general characteristics
02.


Potentially Gifted Students' Characteristics
Sankar-DeKeuw (2004)
Intellectual/academic domain
Remarkable memory
Curiosity for topics related to the Universe, religion, the origin of live and death.
High reading and language skills. *
Social domain
Preference of working or being by themselves.
Doing things their way.
Interacting with older people.
Affective domain
Perfectionist and low tolerance to failure.
Competitive.
Great sense of humor or sarcasm.
Highly motivated to do things of their interest.
Need to keep busy all the time.

other Characteristics

- Preference on music, drama, designing, building, and solving-problem activities.
- Independent.
- Noncompliant.
- Perseverative.
- Uncoordinated.
- Distractible, have short attention spans.
- Might develop an introverted personality.



Gifted vs. Bright

Dr. Brandy Maynard

Teachers must be facilitators to develop gifted behaviors in potentially gifted children.

Can a Student Be Gifted and:

proficient in BICS but not in CALP?

not proficient in English at all?

have a lower IQ than the tradition identification methods establish?

not well behaved as teachers would expect?

Potentially Gifted CLD Students

Interview to M. René Islas, Executive director of the NAGC

Reasons for CLD Students' Underrepresentation

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- Low expectations from teachers and school staff.
- Theoretical orientation focuses on their weaknesses rather than on their strengths.
- Inadequate identification tools/procedures
- Low referral from teachers.
- Lack of training for teacher regarding GAT students.
- Culture is not taken into account in the identification process.
- Low interest from the school community to identify and retain those students in GAT programs.

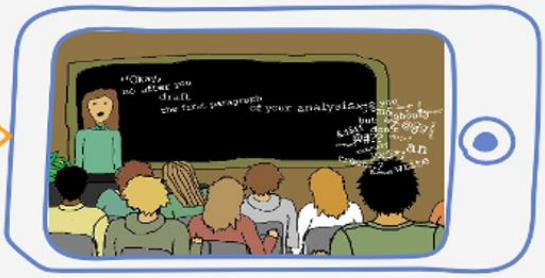
Teaching Strategies and Models

Strategies and models to be used with CLD high-skilled students.

03.

Challenges

- Sociocultural: Family conditions and school culture.
- Psychosocial: Krashen's Affective filter Hypothesis (1982).



Sociocultural Strategies

Herrera and Murray (2016)

Student Biography

Get to know your CLD students sociocultural background.

Change of Perspective

Consider the cultural diversity as a liability, not as a shortcoming.

Short Mentoring Meetings

Check prior knowledge in their native language (key words). Interactive journal.

Praising their Efforts

Display work in the classroom. Celebrate progress or achievements.

The Integrated Content-Based Method

- Supports the cognitive academic language proficiency development (CALP).
- Implements academic Thematic Units in which "students receive comprehensible input to facilitate the mastery of key concepts while learning the language necessary for academic success". (Mohan, 1986)

The Schoolwide Enrichment Model (SEM)

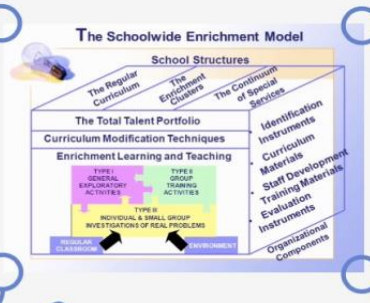
Reis & Renzulli (2009)

objective

Develop creative productivity in students.

Effectiveness

It has been successful to enhance potentially gifted CLD students.



Student's role

Students are first-hand inquirers.

Areas of Interest

Students' interest become challenging activities of investigation.

Types of Enrichment

Type 1

- Expose students to the content.
- Stimulate interest

Type 2

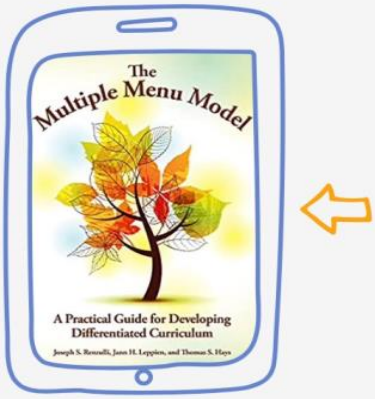
Training activities:

- Problem-solving
- Critical thinking
- Affective processes
- How-to-learn
- Advance-level references.

Type 3

Students commit their time to be first-hand inquirer.

- Acquire high level understanding of the content of interest.
- Use methods



Joseph Renzulli

The Multiple Menu Model

- This model helps students learn the depth of a discipline.
- Focus on principles and concepts as tools to learn about any discipline.
- The content is not as crucial as developing cognitive structures and problem solving skills.

Essential Aspects to Focus on

Students' interests

Their interests is what determines the content.

Cognitive Structures and HOT Skills

The content is a vehicle to develop Higher Order Thinking skills.

Independent Students

Students can use the acquire abilities to learn any discipline and have creative products/projects.

Developing a Project for K-2 Potentially Gifted CLD Students

Goal: Guide the students to be independent learners by acquiring Higher Order Thinking skills about a topic of their interest.

Steps adapted from Renzulli's SEM

Step 1 — Establish the topic of their interest. Expose the students to different sources of information. (English and native Language)

Step 2 — Focus their attention on one Higher order thinking and problem solving skill.

Step 3 — Plan a way to present their results. Use a method according to the field of knowledge of their interest.

Step 1: Stimulating their interests

- Introduce different sources of information:
  - Books (according to their reading level)
  - Videos (Key words both English and Home language)
  - How to find information in search engines (Google, Safari, etc.).
  - Interviewing people from the field of knowledge.
- Develop Lower Order Thinking Skills: Remembering and Understanding. (Bloom's Taxonomy).
  - Taking notes of the main idea and details from the source of information.
  - Graphic organizers to manage key concepts and then summarize.

Step 2: Identifying a problem or a key aspect to

Answer questions

Solve problems

Evaluate the information

Analyze/Compare and contrast

State their opinion and provide reasons

Create a model or adapt one

DEVELOPMENT OF HIGHER ORDER THINKING SKILLS
Bloom's Taxonomy

Step 3: Planning a Final Product

SEESAW

1. Related to the methods of the field of knowledge.

2. Using/combining methods of other fields of knowledge.

Example of Project-Based Learning for Gifted Children

Benefits for Teachers and Students

Teachers

- Teaching Standards.
- Teaching language.
- More time to work with the students who need more assistance.
- Implement some principles in the regular instruction to the rest of the class.

Benefits for Teachers and Students

Students

- High-achieving students' motivation to learn and attend to school increases.
- Learn the language and content simultaneously.
- Students' parents may be more involve in their children's learning process.
- Receive equitable instruction.

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